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ABSTRACT

A report is given on the status of the Drug Abuse Education Program mandated by the state of Oklahoma. Recommendations for further improvement, modification, or additional legislation are also presented. The introduction presents basic premises about and characteristics of prevention education and, in the light of these premises, the characteristics of successful prevention education programs. Included in the report is information on: (1) the status of implementation of drug education programs in the state; (2) present funding patterns; (3) administrative guidelines for drug education programs; (4) model program developments in specific schools; (5) state and nationally validated programs; (6) instructional materials and strategies through educational television; (7) verification of compliance with state laws; and (8) the goal of the Drug Abuse Education Program. (JD)

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TENTH ANNUAL REPORT

TO

OKLAHOMA LEGISLATURE

1981

By

Comprehensive Health Education Section

Oklahoma State Department of Education

Leslie Fisher, State Superintendent

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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SP 019 589

A Report to the Legislature

In Compliance

with

Drug Abuse Education Act -- 1972

Re: 70-1210-228

Submitted to

State Board of Education

President Pro Tempore - Senate

Speaker of the House

Chairman of Senate Common Education Committee

Chairman of House Common Education Committee

By

State Department of Education

Comprehensive Health Education Section

This publication is issued and printed by the State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. Seventy-five copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma of $28.82.

The following report provides explanation in accordance with the Drug Abuse Act of 1972, Section 8.

SECTION 8. The State Department of Education shall, at least thirty (30) days prior to the 1973 regular session of the Legislature and each regular session thereafter, transmit to the members of the State Board of Education, the President Pro Tempore of the Senate, the Speaker of the House of Representatives and the Chairmen of the Senate and House Education Committees, a report as to the status of the Drug Abuse Education Program together with any recommendations for further improvement, modification or additional legislation.

INTRODUCTION

It is perceived that the role of the State Department of Education is to impact, insofar as is possible, the whole state with a program designed to provide curricular and instructional materials and to improve the level of teacher preparation in alcohol, tobacco, and other drugs. The Comprehensive Health Education Section feels we need to capitalize on what is already known about positive prevention education programs and to share such approaches, materials, programs, etc., with teachers and administrators for use in classrooms.

SOME BASIC PREMISES ABOUT AND CHARACTERISTICS OF PREVENTION EDUCATION

Premise #1:

A school program which meets the needs of and helps each student reach toward his or her potential in a school climate of positive self esteem and school achievement may well be the best education to help prevent anti-social and potentially self-destructive behavior, including the use of alcohol, tobacco, or other drugs.[1]

Premise #2:

Students who are both knowledgeable about alcohol, tobacco, and other drugs and who have acquired and practice positive problem solving and decision making, are better equipped and prepared to make wise decisions about alcohol, tobacco, and other drugs than those students lacking such knowledge and skills.

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1. A Review of Federal and State Funded Drug Abuse Education Projects 1970-76, Utah State Board of Education, 1976.

Premise #3:

Prevention efforts should help build "personal dams before the floods come", that is, prevention efforts should occur prior to, as well as, during the typical onset or involvement in experimentation with anti-social and/or potentially self-destructive behavior and practices by children and youth, including the use of alcohol, tobacco, and other drugs.

These basic premises preceived are supported by findings of others as elements of successful prevention education programs that have been evaluated in many states. Swisher offers some characteristics of drug abuse prevention education programs that have had some degree of success. They are:[2]

1. Primary prevention programs are more likely to be successful if they result from the combined efforts of schools, families, and community projects.
2. Primary prevention programs are more likely to be successful if they combine personal and social growth (affective education) with drug information.
3. Programs that are integrated into the ongoing activities of schools, families, and community organization are more likely to be successful than programs that are simply additions in any setting. One of the major problems facing prevention professionals is how to convince schools, families, and community groups that they have time for a prevention program.
4. Programs that synthesize and extract the basic themes from various pre-packaged materials and integrate them into existing programs are more likely to be successful.

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[2] "Prevention Issues", John D. Swisher, Handbook on Drug Abuse, edited by Robert I. Dupont, Avram Goldstein, and John O'Donnell, National Institute On Drug Abuse, January 1979.

FUTURE PROGRAMMING

In light of the foregoing premises and the characteristics of successful prevention education programs, the 1981-82 Drug Education Program will focus on teaching strategies, materials, and programs or parts of programs that will:

1. make school a positive place for each student with a serious goal of developing and reinforcing self esteem and success in school achievement;
2. assist students in acquiring objective knowledge and understanding about alcohol, tobacco, and other drugs; and
3. involve students in the process of acquiring and practicing problem solving and decision making skills.
4. involve students in becomming "socially immunized", if you will, to withstand peer pressure along with other societal pressures which encourage either participation or habituation in the high risk life-style practices of using and/or misusing alcohol, tobacco, or other drugs.

Students in grades 4-9 have been singled out as the primary target group. Students in grades K-3 and 10-12 have been identified as the secondary target groups.

Inservice education and training of both administrators and teachers will continue to be a key facet of the program with a sincere effort to improve both the quantity and quality of instruction at the classroom level.

STAFF TRAINING AND EDUCATION

The Comprehensive Health Education Section of the Oklahoma State Department of Education continues to implement a Drug Abuse Education Program through in-service education training. The Comprehensive Health staff continues to acquire new ideas and methods through training workshops such as:

Affective Education: A Practical Prevention Strategy
Oklahoma Department of Mental Health

Prevention Program Management: Southwest Regional Support Center in cooperation with National Institute on Drug Abuse national training system

OTHER STATE AGENCIES AND CONTACT PERSONS

In an attempt to provide a broad spectrum of services, the Comprehensive Health Section is working with other state agencies and organizations in the area of drug abuse. This cooperative effort provides additional resources that are used to further drug education in Oklahoma.

The following professional people and agencies are valuable in this effort:

Oklahoma State Department of Mental Health

Glen Wallace . . . . . Director of Drug Abuse Services Division

Joanna Campbell Fife . . . . State Coordinator of Prevention Drug Service

Jan Kueteman . . . . . State Coordinator of Prevention of Alcohol

Monty Dirickson. . . . . Coordinator of Training, Drug Abuse Services

Oklahoma State Bureau of Narcotics and Dangerous Drugs

Warren Henderson . . . . . Director

Weldon Davis . . . . . Administrative Assistant for Education

Tulsa County Superintendent's Office

Dr. Johnnie Frisbie. . . . . Director - Youth Services Agency

Southeastern Indian Alcoholism Programs

Rita Thornton . . . . . Community Educator

Oklahoma Health Systems Agency

Bill Nighswonger . . . . . Director of Development

Edmond Youth Council, Inc.

Paul Tobin . . . . . Director - Youth Services Agency

Oklahoma Alcohol Information Clearinghouse

Dr. Paula Englander-Golden . . .Director

Oklahoma Nurses Association - Alcohol Education Program

Wyn L. Redding, R.N. . . . . Program Coordinator

Chance to Change

Rachael Whitten . . . . . .Chemical Dependency Counselor

Guidance and Counseling Section - State Department of Education

George Cheek . . . . . Administrator

Lyndol Jones . . . . . Coordinator and Liason to State Department of Health

Chemical Dependency Studies - Oklahoma Univeristy

Vern Robertson . . . . . Director

STATUS

Implementation

The Drug Abuse Act - 1972 is now fully implemented in all grades K-12 as required by Section 6 of the aforementioned act. Schools across the state have instituted numerous types and kinds of programs designed to meet the requirements of this act as well as the specific demands of the local drug abuse situation. During the fall of 1980, the Comprehensive Health Education Section conducted a random survey of forty schools across the state concerning their drug education program. It revealed the 1972 Drug Education Act is being carried out.

Funding

At the present time there are no federal funds available to this agency for Drug Education purposes. The State Department of Education received a $200,000.00 appropriation from the Oklahoma Legislature for Health and Nurtition Education. $10,000.00 is to be used for inservice training and $190,000.00 in grant monies for Oklahoma public schools. Grant information was mailed to Superintendents of all Oklahoma independent and dependent school districts. Fifty-seven school districts responded with applications for Health and Nutrition Education grant money. A committee of educators was selected to review the fifty-seven grant applications. Following is a list of Health and Nutrition Education Advisory Committee members.

Mr. Leonard Bates, Chairman
Executive Director of Curriculum Services
State Department of Education

Dr. Harold Greenwood, Assistant Superintendent
Putnam City Public Schools

Mr. Woody Moore
Health Education Teacher
Edmond Public Schools

Mr. Bill Nighswonger
Director of Development
Oklahoma Health Systems Agency

Ms. Otie Ann Patton
Oklahoma Health Systems Agency

Mr. John Pearce, Superintendent
Tahlequah Public Schools

Ms. Jane Shi
Health Care Administration
East Central State University

Mary Jo Stewart
N.E.T. Program - School Lunch
State Department of Education

Mr. Harvey Tedford, Administrator
Comprehensive Health Education
State Department of Education

The Health and Nutrition Education Advisory Committee established guidelines for receiving grants, developed a grant application form, developed an evaluation instrument for applications, reviewed all applications and determined number of schools to receive funds.

Twenty-six school districts received funds ranging from 3,215.05 to $10,000.00. All twenty-six funded school districts were visited by a staff member of the Comprehensive Health Education Section of the State Department of Education before Christmas break, 1981. These visitations were valuable in helping schools with resources and implementation of programs. The State Department of Education will conduct three inservice

workshops for participating schools during the 1981-82 school year. The first workshop was held September 10, 1981. This workshop focused on the development, selection and implementation of various health education curricula. Workshop goals were to promote statewide implementation of effective health education curricula to insure quality programs in health education and to orchestrate a coordinated approach in using the latest materials, methods and equipment concerning health education. Representatives from various state agencies were utilized as presentors. Topics presented were: "Lifestyles", "Effective Health Ideas", "Validated Tests for Evaluation", "Sunflower Project", "Nutrition Education", "Television: An Effective Tool in Health Education", "Health Activities Project", "American Heart Association Materials", and "Self Appraisal: How's Your Health Style". An Evaluation committee will follow-up in the spring of 1982 by visiting each of the funded schools for evaluation purposes. The Health and Nutrition Education grants will assist local schools in their efforts to implement the Drug Abuse Act of 1972.

Program Administration

The Drug Abuse Education program is administered through the Comprehensive Health Education Section of the Oklahoma State Department of Education. The responsibilities to adhere to the requirements of The Drug Abuse Education Act, Section 5 are shared by three staff members of the Comprehensive Health Education Section. SECTION 5: In administering this act, the State Board of Education and the State Department of Education shall be governed by the following:

1. Implement in-service education programs for teachers, administrators and other personnel. Special emphasis shall be placed on methods and materials necessary for the effective teaching of drug abuse education. In-service teacher education materials which are based on individual performance and designed for use with a minimum of supervision shall be developed and made available to all school districts;

2. Implement provisions of this act in the most expeditous manner possible, commensurate with the availability of teaching personnel; and

3. Recommend degree programs and short course seminars for the preparation of drug education teaching personnel.

MODEL PROGRAM DEVELOPMENT

In this continued effort to improve health programming, the State Department of Education is in the process of encouraging schools to become more involved in the training of personnel and utilization of the latest materials and equipment.

Edmond Public Schools

A. Presented in the 9th grade as Unit II of a seven unit comprehensive health education program.

B. Is a component of a comprehensive health education program.

Oklahoma City Public Schools

A. K - 12

B. Integrated into several different classes which includes, biology, general science, psychology, etc.

Stillwater Public Schools

A. K - 8 with review of accumulated information in the 9th grade.

B. Designed to fit into a comprehensive health education program.

C. Includes parent education workshop's, excellent participation.

Tulsa Public Schools

A. K - 12

B. Presented through science classes as a part of a comprehensive health program.

C. Teachers inservice and parental support helps this program immensely.

NATIONALLY VALIDATED PROGRAM

Name . . . . . ME/ME Drug Prevention Education Program

Location . . . . . Appleton, Wisconsin

Grades . . . . . K - 6

Description:

1. Aimed at building positive self concept.
2. Develops decision making and problem solving skills.
3. Prescription and non-prescription drugs.

Program Effectiveness:

Studies show students have an increase in feelings of self-worth, decision making skills, factual knowledge about drugs and the proper and improper use of drugs.

*Title IV-C Funds available.

Name . . . . . OMBUDSMAN

Location . . . . . Charlotte, North Carolina

Grades . . . . . 5 - 8

Description:

1. School based, semester long.
2. Prevention program.
3. 3 major phases
    a. Self-awareness
    b. Prevention program.
    c. Plan and carry out projects within community or school system.

Program Effectiveness:

10,000 5th - 12th graders had more positive attitudes and better coping skills following involvement in the program.
*Title IV-C funds available.

STATE PROGRAMS

Reach-Out

The Comprehensive Health Education staff has worked closely with the Department of Mental Health in the development and implementation of Project "Reach-Out".

Project "Reach-Out" believes that ignorance about drugs is one of the biggest contributing factors in the astounding growth of drug abuse. That's why, through the use of mass media, "Reach-Out" keeps Oklahomans up-to-date on the latest drug research, the best information available on current drugs of abuse, and staffs a statewide hotline ready to give callers immediate response to questions about drug abuse and places to receive treatment or courseling.

Project "Reach-Out's" major emphasis are in the areas of PUBLIC AWARENESS through television specials and media campaigns; INFORMATION by dissemination through a statewide hotline, clearinghouse and a bi-monthly newsletter; and EDUCATION by offering training courses, resource packets and assistance to parent groups.

Kingfisher Public Schools Project

A team of 21 professionals from the Kingfisher Public Schools and community attended a two week training session concerning "Drug Education" held in Vail, Colorado in November, 1981. This team was led by David Rutledge, Principal of the High School.

The overall team of 21 members have been broken down into four teams of five people. These four teams have developed an action plan to be carried on in Kingfisher to combat the use and abuse of drugs. Each of the mini action plans state the (1) problem (2) realistic ideals (3) obstacles (4) resources and (5) intervention plan concerning the implementation of the overall action plan.

We feel this program may have a real impact on Kingfisher and very possible serve as a model for other communities throughout Oklahoma.

Material Development and Delivery

In accordance with the requirements of Section 5 of the Drug Education Act, the Department of Education has developed and selected curriculum guides and materials for use in the areas of Drug Education. Because specific textbooks do not exist in the field of drug abuse education, the local schools are extremely dependent on materials of this nature. On some occations some districts have seen fit to develop their own curriculum guide as well as additional support materials for teachers in grades K-12.

Choices About Drugs and Drinking

Kiwanis International has produced an educational program for elementary school classroom teachers, grades 4-6, called "CHOICES: ABOUT DRUGS AND DRINKING". This program focuses on the serious problem of the use and abuse of hazardous substances. The misuse of drugs, alcohol, and tobacco and other substances is carefully presented in an honest and forthright manner to allow each student on opportunity to make healthful decisions. Each copy contains a teacher's guide along with eight duplicating masters, plus additional activities and suggestions for classroom discussions.

Kiwanis International is willing to supply one free packet per school upon request.

This Side Up

THIS SIDE UP is a different kind of drug information booklet. It's a magazine written for young people, ages 12 to 16, that talks about drugs and their effects and teaches basic skills in decision making.

It deals with peer pressure situations in a serious and yet humorous way. Included are feature stories about young people who have make a difference in their world by accomplishing things they set out to do.

The drug information section deals with questions young people most commonly ask about drugs. THIS SIDE UP is brightly illustrated and written in language that appeals to teenagers. THIS SIDE UP can be read independently by young people; or it can be incorporated into a drug education curriculum for use in the classroom.

The staff of the Comprehensive Health Education Section, State Department of Education strongly endorses and recommends the use of THIS SIDE UP by teachers and school administrators.

WHAT IF?

Professionals from the State Departments of Health, Mental Health, Education and the Bureau of Narcotics and Dangerous Drugs have developed a booklet entitled "What If". This booklet contains suggested guidelines for school policy concerning drug-related problems.

Such issues as suspension and expulsion, due process, confidentiality, student records, use of community resources, laws, and the role of the principal, counselors and teachers are addressed. This publication has been mailed to all school districts and additional copies are available through the Comprehensive Health Education Section of the State Department of Education.

We hope this publication will be of tremendous help in helping the schools carry out the provisions of House Bill 1283 which states:

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. A. Whenever it appears to any public school teacher that a student may be under the influence of nonintoxicating beverages as defined in Section 163.2 of Title 37 of the Oklahoma Statutes, alcoholic beverages as defined in Section 506 of Title 37 of the Oklahoma Statutes or a controlled dangerous substance, as defined in Section 2-101 of Title 63 of the Oklahoma Statutes, that teacher shall report the matter, upon recognition, to the school principal or his designee. The principal or designee shall immediately notify the superintendent of schools or designee and a parent or legal guardian of the student of the matter.

B. Every school district shall have and deliver to each classroom teacher a written policy that such teachers shall follow if they have a student who appears to be under the influence of nonintoxicating beverages, alcoholic beverages or a controlled dangerous substance in their classroom. The written policy shall be filed with the office of the State Superintendent of Public Instruction within ninety (90) days of the effective date of this act. If such filing is not timely made, the public schools in such school district shall lose their accreditation until the written policy is filed.

New Materials

In order to up-grade materials and equipment for continuing drug education inservice workshops, a series of new films and slides have been requisitioned.

Fat Albert Film Series: "Dope Is For Dopes"
"Smoke Gets In Your Hair"
"An Ounce of Prevention"

Films: "Alcohol and Drugs? "Making the Decision"

Fitness Series (Sound Slide Program):
Keeping Cool: How to Deal With STRESS
How to Quit Smoking - And Not Start Again
Alcohol: Facts, Myths and Decisions

Teacher Activity Packets: Choices About Drugs and Drinking

INSTRUCTIONAL MATERIALS AND STRATEGIES THROUGH EDUCATIONAL TELEVISION

The instructional strategies and program materials used in the programs include existing as well as new materials. Most are affective and behavior oriented and include a definite focus on problem solving, decision making, and self esteem building. The 30 episode "Inside/Out" series for upper elementary grades won the 1973-74 Emmy Award for Instructional Tevevision. The 30 episode "All About You" series is one of the most popular and used health programs in the history of education television. The 14 episode "Self Incorporated" series has been well received by junior high school teachers and students in other states. It features many of the instructional television programs using the Madison Avenue techniques to sell positive health. This is an interesting contrast to the use of the same techniques used regularly by ad agencies to sell anti-health behaviors such as smoking and drinking and over the counter drug use.

"On the Level" is a new high school health education media approach to conflict resolution, dealing with stress, problem solving, decision making, etc. As was the case with "Inside/Out" and "Self Incorporated", Oklahoma has been one of the consortium members in its development. This new open ended 12 episode series should prove helpful in improving the senior high school health program with special emphasis on choosing a positive health lifestyle.

"One of A Kind" is an elementary series emphasizing that each one of us is ONE OF A KIND. Each one has unique abilities and talents. This program helps children of all ages accept themselves as special people while it provides information on ways to live healthier, happier lives.

"The Clyde Frog Show" consists of three parts which explore a particular topic from different points of view in an attempt to help young people understand themselves, accept themselves - with all their faults and attributes - and develop decision-making skills. Treated are areas such as discipline and improving health habits.

Oklahoma Program Times:

All About You	Monday	11:30 - 11:45
Inside/Out.	Monday	2:00 - 2:15
One of a Kind	Tuesday	2:00 - 2:30
Self Incorporated	Wednesday	11:30 - 11:45
On The Level	Wednesday	2:15 - 2:30
The Clyde Frog Show . . .	Thursday	2:00 - 2:15

VERIFICATION OF COMPLIANCE WITH LAW

The State Department of Education has a core group of nineteen area supervisors assigned to a specific number of counties. It is the responsibility of these supervisors to see that schools are meeting minimum requirements for accreditation. The drug education requirements are a part of the area supervisors responsibility. If deficiencies are found, the administrator is notified so corrections can be made.

In order for a school to receive accreditation approval, every school within the State of Oklahoma must complete and file with the State Department of Education an application requesting approval. This application (developed with approval of the State Board of Education and the North Central Accreditation Association) must be on file by October 15 of each school year. As a part of this application, each local school administration must verify the following questions:

1. Is drug abuse education taught as an integral part of the curriculum?
2. Is health education provided as an integral part of the curriculum?

This verification assures compliance of the local schools with the Drug Abuse Act. This also provides additional emphasis in health services and health instruction, which helps deter drug abuse. During the 1980-81 school year, the State Department of Education received verification from the schools as listed.

High Schools	498
Junior High/Middle Schools	261
Elementary Schools	945
Dependent Elementary Schools (district)	161
Vo-Tech Schools	33
Private-Parochial Schools	41
Total	1,939

STATEMENT OF GOAL

In the case of the Drug Abuse Education Program conducted through the Comprehensive Health Education Section of the State Department of Education, the primary goal reads as follows:

STATEMENT OF GOAL:

> Continue planning, developing and implementing an effective program of Comprehensive Health Education, which will comply with the requirements of state and federal legislation.

This goal is written in such a manner so as to allow the Department of Education to implement the Drug Abuse Education Act as a part of the comprehensive health education program.

SUMMARY

Our changing society has produced new challenges and responsibilities for educators from kindgergarten through college. In the past the leading health problems could be controlled by immunization. Today's leading problems must be resolved by education instead. The schools are faced with many diverse problems, among them are drug abuse, smoking, and alcohol. Because of this, the health education responsibility of the schools is a challenging one. It will take a broad, constructive and continuing series of education experiences to make an impact on the health of today's young people.

Considerable time will have to be spent in planning, implementing, and evaluating the school health program so that the goals of providing health instruction can be met.